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AUTHOR Kaemper, Jack; Morse, Kathy
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ABSTRACT

Instructors, advisors, students, parents, and others involved in the elementary and secondary level Chapter 1 project of the Albuquerque Public Schools were surveyed to ascertain which program services they felt were most needed. Results, based on information from 3,567 individuals, provided the following needs, presented in rank order: (1) elementary reading; (2) middle school reading; (3) high school reading; (4) elementary math; (5) cognitive language development; (6) computer assisted instruction; (7) early learning program; and (8) support for instructional development. The report includes information on the following: (1) background of the survey; (2) groups surveyed; (3) survey instrument; (4) distribution of survey; (5) number of responses; (6) average rank by respondent group and level; (7) highest and lowest priorities according to respondent group and level; (8) summary of priority rankings by level; (9) recommendations; and (10) a Spanish and an English copy of the survey form. (PS)

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Albuquerque Public Schools

1984-1985 Chapter 1 Needs Assessment Survey

Summary Report

UD 025 489

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March, 1985

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1984-1985

Chapter 1 Needs Assessment Survey

Administrative Summary

Chapter 1 parents, teachers, aides, principals, secondary reading teacher/consultants, School Improvement Team (SIT) members, students (5-12), and other adult Chapter 1 Parent Advisory Council (PAC) participants ranked eight needs areas according to their perceptions of the degree of need for the services. The areas which were ranked were: Support for Instructional Development (SID), elementary math, high school reading, middle school reading, elementary reading, computer assisted instruction (CAI), Cognitive Language Development (CLD) and the CLD Early Learning Program (ELP).

- The needs assessment survey results were based on information from 3,567 individuals. Chapter 1 parents submitted 51.6% of the completed questionnaires and 60.7% of the total respondents identified with the elementary school level.

- A breakout of the responses by both group and level indicated:

  - Groups at the elementary level tended to see the elementary needs as being the most important while middle and high school groups indicated that the secondary needs were most important.

  - The highest priority for all groups/levels was reading instruction.

  - Elementary reading was the most important needs area for 15 of the 23 groups/levels.

  - Reading instruction and CLD were the areas with the most second priority average rankings.

  - The lowest priority needs areas varied according to group and level. However, SID had the greatest number of lowest priority rankings among the 23 groups/levels.

- A composite average ranking computed by equalizing the number of respondents at each of the three levels resulted in the following needs area rank order:

  (1) Elementary reading
  (2) Middle school reading
  (3) High school reading
  (4) Elementary math
  (5) Cognitive Language Development
  (6) Computer Assisted Instruction
  (7) Early Learning Program
  (8) Support For Instructional Development.

Recommendations

The Needs Assessment Steering Committee and the Chapter 1 District Parent Advisory Council made the following recommendations to the District Administration for consideration in planning the 1985-86 Chapter 1 programs for the Albuquerque Public Schools:

- Accept the Needs Assessment Survey results, with priority given to reading and the reading-related CLD program.

- Continue computer assisted instruction so that the elementary math facet will be continued in at least the 10 schools now having the CAI basic skills program.

- A two part recommendation:
  Elementary level - Based on the current needs assessment study, design a Basic Skills Program comprised of reading, math, and language development components. Each elementary school would identify its specific area(s) of need and plan a program to meet those needs. Allocations would be based on current Resource Allocation procedures.

  Secondary level - Continue, at least at the current level of support, the emphasis on middle school and high school reading.

- Try to keep all current Chapter 1 programs.

Albuquerque Public Schools
1984-85 Chapter 1 Needs Assessment Survey
Summary Report

Background

A special Chapter 1 Needs Assessment Steering Committee consisting of thirteen parents of program participants; four teachers representing current elementary and secondary Chapter 1 programs; two parochial school administrators; one elementary, one mid school, and one high school principal; one Area Director of Instruction; and one Chapter 1 Program Specialist met in November, 1984, and December, 1984, to develop procedures for achieving the needs assessment.

The committee members approved a time line for accomplishing the needs assessment task. They also decided to survey a variety of groups, with a modified version of an instrument used the previous two years, to help determine Chapter 1 program priorities for the 1985-86 school year.

Groups Surveyed

The following groups of respondents were included in the survey: parents of Chapter 1 students, Chapter 1 teachers and aides, principals of Chapter 1 schools, secondary reading teacher/consultants, School Improvement Team members, 5th through 12th grade Chapter 1 students, and other adult (non-parent) Chapter 1 PAC participants.

Survey Instrument

The various groups responding to the questionnaire were asked to rank eight needs areas where extra help or supplemental services might be provided to assist underachieving students in eligible Chapter 1 schools. The eight areas to be ranked, according to the respondents' perceptions of the need to provide the supplemental services with available Chapter 1 funds, were: Support For Instructional Development (SID), elementary math, high school reading, middle school reading, elementary reading, computer assisted instruction (CAI), Cognitive Language Development (CLD), and the CLD Early Learning Program (ELP). Those responding to the survey were asked to imagine that no Chapter 1 programs were currently available.

Distribution

The 63 public and private schools with Chapter 1 programs had packets of survey instruments delivered to them which included one copy of a Spanish language translation which could be duplicated and used as needed. It was suggested that schools invite parents to a Chapter 1 PAC meeting where the survey form could be discussed and assistance in completing the form could be provided; however, in order to have as much participation in the needs assessment process as possible, the schools also sent the forms (via students or U.S. mail) to parents unable to attend a PAC meeting.

Number of Responses

An accurate rate of return was impossible to calculate because some locations duplicated additional copies for distribution and others did not utilize all of the instruments which were initially delivered to the schools. However, completed survey forms were returned from 3,701 individuals. One hundred thirty four (134) completed forms had unusable data - a definite improvement over the previous two years that similar survey instruments had been utilized. Therefore, the responses included in the needs assessment survey results were based on information from 3,567 individuals.

Figures 1 and 2 indicate the number (N) of survey forms and the percent of the total included in the survey results broken out by respondent group and level.

Figure 1. Survey Respondents By Group

Respondent Group	(N)	% of Total
Chapter 1 Parent	1841	51.6%
Chapter 1 Teacher	205	5.7%
Chapter 1 Aide	62	1.7%
Principal	54	1.5%
Secondary Reading Teacher /Consultant	18	.5%
School Improvement Team Members	234	6.6%
Chapter 1 Students (5 through 12)	1084	30.4%
Other Adult Chapter 1 PAC Participants	67	1.9%
District Directors of Instruction	2	.1%
Total Responses	3567	100%

Chapter 1 Parents accounted for slightly more than half of the survey responses. Responses from Chapter 1 students made up approximately a third of the total. In addition to the eight groups included in the survey, two District Directors of Instruction submitted completed forms.

Figure 2. Survey Respondents By Level

Respondents by Level	(N)	% of Total
Elementary School	2164	60.7%
Middle School	1055	29.6%
High School	348	9.7%
Total Responses	3567	100%

Less than ten percent of the individuals responding to the needs assessment survey identified with the high school level, while the middle school responses were almost thirty percent of the total. The majority of the forms, 60.7%, were from the elementary school level.

Ranking

Those responding to the survey were asked to rank the eight needs areas from 1 to 8, with 1 indicating the area perceived to be the most important and 8 the area perceived to be the least important. The instructions acknowledged that all eight of the listed needs areas were very important but indicated that there might not be adequate funding to provide all of these supplemental services through the Chapter 1 funding source.

A look at the average ranks of the eight needs areas, when the responses were broken down according to the eight surveyed groups and the three instructional levels, provides an opportunity to see the relative rank order that each group at each level perceived for each of the areas. This information is shown in Figure 3. In addition, at the bottom of the chart a composite average ranking for each of the areas has been indicated. The composite average ranking is computed by equalizing the number of respondents at each of the three levels.

Figure 3. Average Rank By Respondent Group and Level

Respondent Group by Level		(N)	SID	Elem Math	H.S. Rdg.	M.S. Rdg.	Elem. Rdg.	CAI	CLD	ELP
Ch 1 Parents -	Elem	1451	5.24	3.71	5.96	4.94	**2.03**	5.45	3.57	5.10
	Mid	331	5.76	4.30	3.85	**2.61**	3.48	5.11	5.00	5.90
	H.S.	59	5.81	4.00	**2.29**	3.78	3.41	5.25	5.51	5.95
Ch 1 Teachers -	Elem	173	5.80	4.85	6.08	4.84	**1.64**	5.91	2.62	4.25
	Mid	26	5.62	5.19	3.46	**2.73**	3.15	5.58	4.85	5.42
	H.S.	6	6.50	4.83	4.83	4.17	2.83	5.00	**2.33**	5.50
Ch 1 Aides -	Elem	53	6.36	4.94	6.06	4.96	1.79	6.06	1.98	3.85
	Mid	6	6.67	5.17	4.17	**2.00***	**2.00***	4.67	4.67	6.67
	H.S.	3	7.33	3.67	**1.67**	2.00	3.67	4.67	7.00	6.00
Ch 1 Principals -	Elem	33	5.30	4.73	7.12	5.67	**1.61**	5.64	2.24	3.70
	Mid	14	5.14	5.57	6.21	**2.14**	2.36	5.79	4.07	4.71
	H.S.	7	6.57	3.86	3.00	3.57	**1.71**	7.14	4.57	5.57
Sec. Rdg. T/C -	Elem	N/A								
	Mid	13	5.23	5.46	4.31	**2.15***	**2.15***	6.62	4.31	5.77
	H.S.	3	5.00	6.33	**3.00***	4.33	**3.00***	5.33	4.33	4.67
S.I.T. Members -	Elem	162	5.73	4.69	6.31	5.23	**1.61**	6.14	2.26	4.02
	Mid	56	5.70	4.93	5.18	2.96	**2.50**	6.11	3.73	4.89
	H.S.	16	6.00	4.81	3.81	3.50	**2.00**	7.13	3.94	4.81
Ch 1 Students -	Elem	247	6.23	4.17	5.36	4.45	**2.13**	4.56	3.91	5.17
	Mid	590	5.78	4.80	3.68	**2.43**	3.88	4.65	5.31	5.44
	H.S.	247	5.69	4.13	**2.46**	3.70	3.90	4.77	5.36	5.96
Other Adults -	Elem	42	5.07	4.40	6.21	5.24	**2.02**	5.69	2.81	4.55
	Mid	19	6.53	4.42	4.26	2.89	**2.63**	6.11	4.32	4.84
	H.S.	6	6.67	4.00	**1.67**	2.83	3.33	5.83	5.50	6.17
Composite Rankings - All Groups/levels		N/A	5.69	4.27	4.17	3.73	**3.06**	5.16	4.54	5.43

*Indicates two needs areas had equal 1st priority average rankings at that level

The average ranks closest to 1 (bold type) indicate the areas perceived to be the most important at each level within each surveyed group. The groups at the elementary level tended to see the elementary needs areas as the most important while middle school and high school groups indicated, in most instances, that the secondary needs areas were most important. However, elementary reading was viewed as the most important needs area for 15 of the 23 group/level subdivisions. Elementary reading was also indicated as the area of greatest importance in the composite group/level ranking.

The same imformation placed in a highest priority to lowest priority format helps clarify the need area ranking of each group at each level. This information is shown in Figure 4.

Figure 4. Highest Priority to Lowest Priority Needs Areas By Respondent Group and Level

Respondent Group by Level		Needs Areas Highest Priority							Lowest Priority
Ch 1 Parent -	Elem	E. Rdg	CLD	E. Math	M. Rdg	ELP	SID	CAI	H.S. Rdg
	Mid	M. Rdg	E. Rdg	H.S. Rdg	E. Math	CLD	CAI	SID	ELP
	H.S.	H.S. Rdg	E. Rdg	M. Rdg	E. Math	CAI	CLD	SID	ELP
Ch 1 Teachers	Elem	E. Rdg	CLD	ELP	M. Rdg	E. Math	SID	CAI.	H.S. Rdg
	Mid	M. Rdg	E. Rdg	H.S. Rdg	CLD	E. Math	ELP	CAI	SID
	H.S	CLD	E. Rdg	M. Rdg	H.S. Rdg*	E. Math*	CAI	ELP	SID
Ch 1 Aides	Elem	E. Rdg	CLD	ELP	E. Math	M. Rdg	CAI*	H.S. Rdg*	SID
	Mid	E. Rdg*	M. Rdg*	H.S. Rdg	CAI*	CLD*	E. Math	ELP*	SID*
	H.S	H.S. Rdg	M. Rdg	E. Rdg*	E. Math*	CAI	ELP	CLD	SID
Ch 1 Principals	Elem	E. Rdg	CLD	ELP	E. Math	SID	CAI	M. Rdg	H.S. Rdg
	Mid	M. Rdg	E. Rdg	CLD	ELP	SID	E. Math	CAI	H.S. Rdg
	H.S.	E. Rdg	H.S. Rdg	M. Rdg	E. Math	CLD	ELP	SID	CAI
Sec. Rdg. T/C	Elem								
	Mid	E. Rdg*	M. Rdg*	H.S. Rdg**	CLD**	SID	E. Math	ELP	CAI
	H.S	E. Rdg*	H.S. Rdg*	CLD**	M. Rdg**	ELP	SID	CAI	E. Math
S.I.T. Member	Elem	E. Rdg	CLD	ELP	E. Math	M. Rdg	SID	CAI	H.S. Rdg
	Mid	E. Rdg	M. Rdg	CLD	ELP	E. Math	H.S. Rdg	SID	CAI
	H.S.	E. Rdg	M. Rdg	H.S. Rdg	CLD	ELP*	E. Math*	SID	CAI
Ch 1 Students	Elem	E. Rdg	CLD	E. Math	M. Rdg	CAI	ELP	H.S. Rdg	SID
	Mid	M. Rdg	H.S. Rdg	E. Rdg	CAI	E. Math	CLD	ELP	SID
	H.S.	H.S. Rdg	M. Rdg	E. Rdg	E. Math	CAI	CLD	SID	ELP
Other Adults	Elem	E. Rdg	CLD	E. Math	ELP	SID	M. Rdg	CAI	H.S Rdg
	Mid	E. Rdg	M. Rdg	H.S. Rdg	CLD	E. Math	ELP	CAI	SID
	H.S.	H.S. Rdg	M. Rdg	E. Rdg	E. Math	CLD	CAI	ELP	SID
Composite Rankings All Groups/Levels		E. Rdg	M. Rdg	H.S. Rdg	E. Math	CLD	CAI	ELP	SID

In Figure 4, an * or ** indicates the same average rank for the two adjacent needs areas within a group/level.

In Figure 4, an * or ** indicates the same average rank for the two adjacent needs areas within a group/level. The highest priority for all but one group/level subdivision was reading instruction and the single exception was Cognitive Language Development (CLD). Reading instruction and CLD were also the areas with second priority average rankings. However, in the composite rankings, CLD was a fifth priority. The low priority areas vary according to group and level; however, Support for Instructional Development (SID) has the greatest number of lowest priority rankings among the 23 group/level subdivisions and is the lowest priority in the composite rankings. Elementary math, although not currently a Chapter 1 service area, was fourth in the composite rankings and was the lowest priority needs area for only one of the group/level subdivisions.

The information in Figure 5 summarizes the priority rankings by elementary, middle school, and high school respondent levels and also presents the combined and composite (equal N's) results.

Figure 5. Summary of Priority Rankings By Level

Priority Ranking	Elementary School Respondents (N=2164)	Middle School Respondents (N=1055)	High School Respondents (N=348)	All Respondents (N=3567)	Composite Rankings All Respondents (N=Equal Levels)
1	Elementary Reading	Mid-School Reading	High School Reading	Elementary Reading	Elementary Reading
2	CLD	Elementary Reading	Elementary Reading	CLD	Mid-School Reading
3	Elementary Math	High School Reading	Mid-School Reading	Mid-School Reading	High School Reading
4	Early Learning	Elementary Math	Elementary Math	Elementary Math	Elementary Math
5	Mid-School Reading	CAI	CAI	High School Reading	CLD
6	SID	CLD	CLD	Early Learning	CAI
7	CAI	Early Learning	SID	CAI	Early Learning
8	High School Reading	SID	Early Learning	SID	SID

As already indicated, each level viewed their particular reading level need area as being the most important. In the column combining the response from all respondents, the impact of the large number of elementary respondents can be seen and compared to the composite ranking where the N's have been equalized.

Steering Committee and DPAC Recommendations

The Needs Assessment Steering Committee and the Chapter 1 District Parent Advisory Council, after reviewing the information from the needs assessment survey, made the following recommendations to the District administration for consideration in planning the 1985-86 Chapter 1 program in the Albuquerque Public Schools:

- Accept the Needs Assessment Survey results with priority given to reading and the reading related CLD program.

- Continue computer assisted instruction so that the elementary math facet will be continued in at least the 10 schools now having the CAI basic skills program.

- A two part recommendation:
  Elementary Level - Based on the current needs assessment study, design a Basic Skills Program comprised of reading, math, and language development components. Each elementary school would identify its specific area(s) of need and plan a program to meet those needs. Allocations would be based on current Resource Allocation procedures.

  Secondary Level - Continue, at least at the current level of support, the emphasis on middle school and high school reading.

- Try to keep all current Chapter 1 programs.

APPENDIX A

Ch1 IRTE 12/84

Albuquerque Public Schools

1985-86 Chapter 1 Needs Assessment Survey

Funding from Chapter 1 of the Education Consolidation and Improvement Act of 1981 provides extra help for a select group of underachieving students in our school district. Although we do not have final word on funds for the 1985-86 school year, we are beginning to plan now for next years' programs. It is possible that our funding could be less than it is currently.

Sec. 556 of the Chapter 1 law requires our school district to do "an annual assessment of educational needs." We would like your help in identifying the educational needs of Chapter 1 students in APS.

As you rank, in order of importance, the eight need areas on the survey form, please imagine that your school currently has no Chapter 1 program. This will give us your opinion about how the listed need areas should be given priority as we plan for the 1985-86 Chapter 1 Program.

Your ideas are appreciated. Thank you for your participation.

DEAR PARENT,

YOUR LOCAL PARENT ADVISORY COUNCIL WILL MEET ON, _____ (DAY), _____ (DATE), AT _____ (TIME) IN THE _____ (LOCATION).

DISCUSSIONS AND EXPLANATIONS AT THAT MEETING CAN HELP YOU COMPLETE THE NEEDS ASSESSMENT SHEET on the back.

(over)

W/bs/K

ALBUQUERQUE PUBLIC SCHOOLS

Albuquerque Public Schools Chapter 1 Needs Assessment Survey Form
January, 1985

Ranking of Chapter 1 Needs

The Needs Assessment Steering Committee needs your help in ranking the following eight areas so that we may know which ones you think should be paid for by Chapter 1 money in 1985-86.

Although all of the areas listed below are very important, there may not be enough money for Chapter 1 services in all of them. Please rank the areas from 1 to 8 by placing a 1 in the blank following the area which you think should be the first choice for Chapter 1 programs, a 2 next to the second choice, and so on until all have been ranked. The area you think should be the last choice should be ranked number 8.

Need Areas	Rank
• **SUPPORT FOR INSTRUCTIONAL DEVELOPMENT (SID)** - Provide special inservice activities to assist **classroom teachers** in their teaching methods with Chapter 1 students.	____
• **ELEMENTARY MATH** - Provide extra help for elementary students who are far behind in math. (Grades 1-5)	____
• **HIGH SCHOOL READING** - Provide extra help for high school students who are far behind in reading. (Grades 9-12)	____
• **MIDDLE SCHOOL READING** - Provide extra help for middle school students who are far behind in reading. (Grades 6-8)	____
• **ELEMENTARY READING** - Provide extra help for elementary students who are far behind in reading. (Grades 1-5)	____
• **COMPUTER ASSISTED INSTRUCTION (CAI)** - Provide instruction through computers in basic skills (reading/language arts/math) for students at selected Chapter 1 eligible schools.	____
• **COGNITIVE LANGUAGE DEVELOPMENT (CLD)** - Provide extra help in developing language and thinking skills. (Kindergarten, 1st Grade, and 2nd Grade)	____
• **CLD EARLY LEARNING PROGRAM (ELP)** - Provide extra help in developing language and thinking skills for four and five year old children at selected Chapter 1 eligible schools. (Prekindergarten)	____

NOTE: *Check to see that each item has a different rank (1 through 8). This form will not be counted if items have been given the same rank.*

Indicate the group you represent
PLEASE CHECK ONE:

____ (1) Chapter 1 Parent
____ (2) Chapter 1 Teacher
____ (3) Chapter 1 Aide
____ (4) Principal
____ (5) Secondary Reading Teacher/Consultant
____ (6) School Improvement Team
____ (7) Chapter 1 Student (5 thru 12)
____ (8) Other Adult Chapter 1 PAC Participant

Indicate the level you represent
PLEASE CHECK ONE:

____ (1) elementary school
____ (2) middle school
____ (3) high school

____ School Location Number

_____ School Name

Parents: Return completed form to your school no later than Friday, February 1, 1985.

School: Return all completed forms to Federal Programs, Central Office, no later than Monday, February 4, 1985.

APPENDIX B

Escuelas Públicas de Albuquerque

Encuesta sobre Necesidades de Asesoramiento del Capítulo 1 en 1985-86

Los fondos del Capítulo 1 del acta de Mejoramiento y Consolidación de la Educación de 1981 provee ayuda extra para un grupo escogido que está por debajo de las normas de aprendizaje en nuestro distrito escolar. Aunque todavía no sabemos exactamente sobre los fondos del año escolar 1985-86, estamos empezando a planear nuestro programa para el próximo año. Puede ser que tengamos menos fondos del que tenemos actualmente.

La Sec. 556 de la ley del Capítulo 1 requiere que nuestro distrito escolar haga "un asesoramiento anual de las necesidades educacionales". Quisiéramos que Ud. identificara las necesidades educacionales que Ud. piense que necesitan los estudiantes en el Capítulo 1 en APS.

Imagínese que la escuela no tiene actualmente programa del Capítulo 1 y ordene en rango según su importancia, las ocho áreas de necesidades que están en la planilla de encuesta. Esto nos dará su opinión sobre las áreas de necesidades que Ud. considere deben dárseles prioridad cuando hagamos los planes para el Programa del Capítulo 1 de 1985-86.

Sus ideas serán muy apreciadas. Gracias por su participación

Estimados padres,

EL COMITE CONSEJERO LOCAL DE PADRES SE REUNIRA EL,

_____, _____, a las _____ en
DIA FECHA HORA

_____.
LUGAR

LAS DISCUSIONES Y EXPLICACIONES EN ESA REUNION LES AYUDARA A COMPLETAR LA HOJA DE NECESIDADES DE ASESORAMIENTO.

Escuelas Publicas de Albuquerque Forma de Encuesta Sobre Necesidades de Asesoramiento del Capítulo 1 Enero, 1985

CORRECTED FORM
FORMA REVISADA

Prioridad de necesidades del Capítulo 1

El Comité Dirigente de Necesidades de Asesoramiento necesita su ayuda para que ordene según el rango de importancia las siguientes ocho áreas, para que nosotros sepamos cuáles áreas Ud. piensa que se deban pagar con el dinero del Capítulo 1 en 1985-86.

Aunque todas las áreas escritas debajo son muy importantes puede ser que no haya suficiente dinero para que el Capítulo 1 les pueda dar servicios a todas. Por favor, ordene según su rango del 1 al 8, escribiendo el número 1 en el blanco que sigue el área que Ud. cree es la más importante, para los programas del Capítulo 1, el 2 en la segunda en importancia, y así sucesivamente hasta que escriba todos los números. El área que Ud. crea es la de menos importancia será la número 8.

Areas de necesidades — Rango

- **PARA EL DESARROLLO INSTRUCCIONAL (SID)** - Provee entrenamiento en actividades para ayudar a los maestros de clase en sus métodos de enseñanza con los estudiantes del Capítulo 1. ____
- **MATEMATICAS PARA LA ESCUELA ELEMENTAL** - Provee ayuda extra a los estudiantes de la escuela elemental que están muy atrasados en matemáticas. (Grados 1-5) ____
- **LECTURA PARA LOS ESTUDIANTES DE SEGUNDA ENSEÑANZA** - Provee ayuda extra a los estudiantes de segunda enseñanza que están muy atrasados en lectura. (Grados 9-12) ____
- **LECTURA PARA LA ESCUELA INTERMEDIA** - Provee ayuda extra a los estudiantes de la escuela intermedia que están muy atrasados en lectura. (Grados 6-8) ____
- **LECTURA PARA LA ESCUELA ELEMENTAL** - Provee ayuda extra a los estudiantes de la escuela elemental que están muy atrasados en lectura. (Grados 1-5) ____
- **COMPUTADORAS PARA AYUDAR EN LA INSTRUCCION (CAI)** - Provee instrucción mediante computadoras, en las destrezas básicas (lectura, artes del lenguaje, matemáticas) para los estudiantes, en escuelas seleccionadas entre las elegibles para el Capítulo 1. ____
- **DESARROLLO COGNOSCITIVO DE LA LENGUA (CLD)** - Provee ayuda extra en el desarrollo de las destrezas de la lengua y el pensamiento. (Kindergarten, 1er grado, y 2do grado) ____
- **CLD PROGRAMA PREPARATORIO DE APRENDIZAJE (ELP)** - Provee ayuda extra en el desarrollo del lenguaje y del pensamiento, para los niños de cuatro y cinco años en escuelas seleccionadas entre las elegibles para el Capítulo 1 (Pre-Kindergarten) ____

NOTA: *Revise para ver si cada asunto tiene diferente rango (del 1 al 8). No se contará esta forma si se les da a los asuntos el mismo rango.*

Indique el grupo que representa
POR FAVOR MARQUE UNO

____ (1) Padre del Capítulo 1
____ (2) Maestro de Capítulo 1
____ (3) Ayudante del Capítulo 1
____ (4) Director
____ (5) Maestro de lectura de la secundaria/Consultante
____ (6) Equipo de Mejoramiento de la Escuela
____ (7) Estudiante del Capítulo 1 (5 - 12)
____ (8) Otro adulto, participante del PAC del Capítulo de la escuela

Indique el nivel que representa
POR FAVOR MARQUE UNO

____ (1) escuela elemental
____ (2) escuela intermedia
____ (3) escuela de segunda enseñanza

_____ Numero de la escuela

_____ Nombre de la escuela

Padres: Complete la planilla y devuélvala a su escuela antes del viernes, 1 de febrero de 1985.

Escuela: Devuelva todas las planillas completas al Programa Federal, Oficina Central antes del lunes, 4 de febrero de 1985.